DOCUMENT RESUME

ED 267 643 FL 015 622

AUTHOR Brown, Eric, Comp.
TITLE CALL and the Man/Machine Interface. Proceedings of the Annual Computer-Assisted Language Learning (CALL) Workshop (4th, London, England, 1985). CALL Report 4.
INSTITUTION Centre for Information on Language Teaching, London (England).
PUB DATE 86
NOTE 67p.
AVAILABLE FROM CILT, Regent's College, Inner Circle, Regent's Park, London NWI 4NS, England (1.70 British pounds plus .30 British pounds postage).
PUB TYPE Collected Works - Conference Proceedings (021) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Artificial Intelligence; *Classroom Techniques; *Computer Assisted Instruction; *Courseware; Difficulty Level; Educational Research; *Material Development; Nonverbal Communication; Program Development; Programed Instructional Materials; *Research Projects; Second Language Learning; Teacher Role; Teaching Methods; Videodisc Recordings

ABSTRACT

The proceedings of the workshop on the interface between humans and machines in computer-assisted language learning (CALL) include the texts of four papers, descriptions of the software demonstrated, an information exchange section, a report of the plenary session, a comment on the workshop, a list of participants, a review of current research in Britain on developing computer use in language learning and teaching, a list of CALL practitioners and their work in progress, and an essay on the importance of the nonverbal element in language instruction, entitled "Understanding the Meaning without Hearing the Words" (Roger Hancock). The four conference papers are: "Expert Systems and the Language Teacher" (Rachel Rymaszewski); "How Feasible Is It to Develop CAL for Language Learning?" (Deryn Watson); "CALL for Advanced Learners" (Greville Corbett); and "Using Computers in Foreign Language Teaching" (Roger Sparkman). (MSE)

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1. Editorial

I should like to thank all those who contributed as speakers, demonstrators or technicians to the success of the 1985 CALL Workshop, and all those who have submitted items for this Report.

It is encouraging to see that the Department of Education and Science (DES) is supporting CALL. The substantial investment in the National Centre for CALL (NCCALL) at Ealing College of Higher Education, which is to serve non-advanced further education primarily, may indicate the priority that DES attaches to this sector of education. DES has also considered the schools sector and has allocated a grant to two modern language associations, viz MLA and BALT, requesting that they investigate areas in which CALL is being deployed in schools. (Fuller details of the work of both bodies appear in the Exchange of Information Section of this Report.)

At a time when the provision of resources for secondary education is being reduced and departmental capitation often restricted to essential needs, CALL can all too easily be dismissed as peripheral to language learning and accorded a low priority. By contrast, other school subjects appear to make great use of the micro and thereby acquire an aura of modernity and considerable prestige in the pupils' minds. Modern languages should not employ micros merely to be fashionable, nor should teachers reject CALL out of hand because they think that it has nothing to do with communication. Communication is certainly the major goal of language learning, but it has equally become fashionable to believe that to be meaningful, learning language activities must be communicative. To achieve communicative competence will require learners acquiring the confidence to communicate, and this confidence may in part come from their achieving linguistic competence in handling the words, structures and sounds that make up the foreign language. Here, CALL has a role to play, and developments linking the micro to the tape-recorder and the VCR have revealed other ways in which CALL has enhanced language learning. Furthermore, where schools have set up links using 'electronic mailbox' systems, pupils can communicate with their peers abroad. If CALL is to secure a place in the foreign language classroom, it is necessary to establish what can be done well with CALL to promote language learning and to let teachers know about it.

I wish all CALL enthusiasts, so often beavering away unseen and unsung, every success in their endeavours and would ask you to let CILT know of any interesting work that you are undertaking.

2. Account of the 4th annual CALL workshop: 'CALL and the man/machine interface'

A. EXPERT SYSTEMS AND THE LANGUAGE TEACHER

Rachel Rymaszewski
Department of Educational Research
University of Lancaster

An expert system is a kind of Intelligent Knowledge Based System. There may be some dispute about the nature of the intelligence embodied in them, but they are certainly knowledge-based and are designed to solve real-world complex problems requiring the interpretation of an expert. The knowledge represented in an expert system may include factual knowledge, probabilistic knowledge, and heuristic and strategic knowledge about how to deal with ambiguous, conflicting or partial information, as well as meta-knowledge about the priority, relevance or reliability of various categories of knowledge.

Unlike simple problems, like arithmetic or noughts and crosses, which can be solved by an algorithm, the problems tackled by expert systems programs are complex and involve coping with some uncertainty. The fact that programs exist which can solve such problems indicates that they are intelligent, at least 'artificially', and indeed expert systems or IKBS is a branch of Artifical Intelligence.

Weiss and Kulikowski define an expert system as one that 'solves these problems using a computer model of expert human reasoning, reaching the same conclusions that the human expert would reach if faced with a comparable problem'. Whilst the second part is the basis on which success is judged, the first is not always strictly true. This is not trivial when we come to consider the possible utility of expert systems in language teaching.

The most successful expert systems have dealt with classification type problems, such as the interpretation of data from scientific instruments, or the diagnosis of disease. Perhaps the most famous one is MYCIN, which diagnoses infectious diseases and recommends a suitable antimicrobial therapy.

The MYCIN system has about 450 rules of the form:
IF a, b, c, d
THEN there is suggestive evidence (-6) that the infecting organism is x.

As an expert system, it works in that it agrees with the judgements of human experts 90% of the time. Some expert system programs have been even more successful. For example, DENDRAL outperforms human experts, including those involved in its creation. In this case, the task is to identify the chemical molecular structure of a material from its mass spectrographic and NMR data.

However, high performance at solving problems in a particular domain is not all we want of an ideal expert system. There are at least three other things we might look for.

1. The ability to reformulate the problem is one which current expert systems do not have, but is a strategy used by real human problem-solvers when they have no leverage on the problem as stated.

2. Although very knowledgeable, human experts learn from experience; after all, that's how they got where they are. But incorporating learning mechanisms into expert systems is currently some way off, though "machine learning" is a growing area of research at the moment. For most practical purposes this is not an important issue. If we want to use expert systems in teaching, however, this could turn out to be an important limitation.

3. The ability to explain the system's behaviour and conclusions is important in two main contexts: where the systems is used as (a) an intelligent assistant and (b) an intelligent tutor. The former is the most usual use of an expert system, because they have no general mechanisms for drawing on common sense knowledge, which must by supplied by the user.

Take MYCIN, for example. It was not intended as replacement for human diagnosticians, but rather as a colleague with whom they can consult for a second opinion, or a suggestion about either the nature of the infection or the appropriate treatment. If the output of the program is merely a statement of its conclusion, a doctor using it would have no basis for making confident judgements about it.

In fact, the program is able to explain its behaviour to some extent. The user can ask 'why' and be given the supporting evidence that rule 293 says... , together with the other rules used in the successful chain of inference. The user could also ask what other organisms might be indicated at a lower order of probability and use the information to correct his own judgement or overrule that of the program.

Because of this limited ability to explain itself, MYCIN has been thought of as the basis for a tutor, known as GUIDON, for students

who need to acquire the expertise it embodies. But this raises a number of problems, and some of these have to do with the question raised earlier of whether the system is expert (ie. knowledgeable and intelligent) in the same way as human experts are.

For example, the judgements about which organisms are the most likely to be involved are based in MYCIN on manipulating numbers (probabilities) associated with each rule invoked, but it is very unlikely that the human expert weighs probabilities in quite this way.

The knowledge base in an expert system is often a set of rules which 'fire' if their conditions are met (e.g. 'if "a" and "b" check "c"'), but in humans this knowledge is based on another underlying knowledge base which has at least a partial representation of the causal mechanisms involved in the body's response to infection. Since MYCIN works quite well without any causal knowledge, it is redundant to represent it in the program, but it is almost certainly by building up a model of these mechanisms, rather than by learning a list of rules that humans acquire their expertise in the domain. Certainly, where underlying mechanisms can be understood they are a more efficient basis for learning, as they provide a ground for hypothesizing possible new rules as well as a framework for recalling old ones.

Finally, although MYCIN can report on the content of its rules (factual and probabilistic knowledge) it can't report on how they are used. In particular, the 'meta-knowledge' is generally implicit in the way the system has been programmed. So, for example, decisions about 'relevance' are implicit in the rules, unless a causal representation is there explicitly. Decisions about priority - for example, which rule should be fired when the condition part of several rules is met - are dealt with in some systems by ordering the rules in such a way that the program meets the right one first as it searches its rules for a match. But the program can't report why the rules are ordered as they are.

But it is the heuristic, strategic and meta-knowledge which a learner must acquire in order to become an expert. A human diagnostician who offers himself as a model of these kinds of thinking is more helpful than one who just reports his conclusions and their justifications. We can imagine a doctor explaining his strategy for diagnosing a patient with symptoms a, c and e:

> 'I knew it couldn't be any of the 'x' class of organisms because.... So to see what else it might be, I thought of when I'd seen symptom 'a' before. It was mostly in 'y' cases, and then always in combination with symptom 'b'. So I checked to see if 'b' was present, but it wasn't. That made me think of what I know about what can cause symptom 'a', which is 'p' or 'q' or

'r'. Since 'r' can also cause symtom 'c', that was obviously the best line to pursue next. ....'

In such a report the human expert demonstrates his strategies, including pruning a branch of a hierarchically organised knowledge tree, appeals to previous experience, reminding, drawing logical inferences, drawing on causal knowledge where simple association fails, choosing a 'most likely' hypothesis and setting up a subgoal. From this sort of explanation, students could hope to learn about the different sorts of knowledge they can sensibly draw on, and the circumstances in which each sort of knowledge is appropriate or optimal.

At this point it is pertinent to ask what kinds of expertise language teachers are interested in? Clearly, there are two general kinds - the language expertise they want to develop in their students, and teaching expertise for achieving those goals.

If we look back to the earlier definition of an expert system as a high-performance problem-solver in a particular domain, then two questions spring out at us in connection with language expertise:

i) which aspects of language expertise can fruitfully be seen as problem-solving?

ii) what is the 'domain' in these cases?

Not all the skills a language teacher might be trying to foster are ones where a self-conscious, self-monitoring, problem-solving strategy is appropriate, even though they involve 'problems' which humans can solve. Take these ten, for example:

1. Read a written text out loud.
2. Use an appropriate style for a particular medium and audience.
3. Speak and write with correct syntax.
4. Write, using conventional spelling and punctuation.
5. Understand puns.
6. Summarise a lecture.
7. Follow the plot in a film or novel.
8. Learn about an unfamiliar topic in biology or history from a book.
9. Explain 'y' to someone who knows 'x'.
10. Use appropriate sources to find the answer to a particular question.

The later examples, whilst likely to be performed analytically by 'experts', at least in their native language, do not have a restricted 'domain' of knowledge in which to operate. It there are analytical but domain-restricted language tasks they would be the ideal

candidates for an expert systems treatment for use in language teaching.

One language skill for which an expert system has been written is speech recognition (HEARSAY II), which would come somewhere near the head of this list. It combines the expectations deriving from the probable topic and speech act with the acoustic information of the speech itself, and creates hypotheses at several levels concerning what request is being made for information from a database. Since this is a process that is normally automatised, it doesn't look like a candidate for turning into a tutor in the way GUIDON was based on MYCIN.

There is a tension in the world of CAL between the notion of the computer as tool through which the learner can make explicit, manipulate and build on his own knowledge, and over which the learner has total control, and the notion of the computer as teaching and guiding the learner, the computer as tutor. I am proposing to blur the edges of these two conceptions a little in discussing the possible role of an expert tutor in language learning.

I have no evidence to offer as to whether getting learners to make their expertise explicit, either as a computer program to check the agreement of French adjectives or past participles, or more informally as a series of instructions to a fellow-student to guide the construction of a summary of a newspaper article, would have any learning benefits. If it does at all, then I would expect putting the student in the role of expert system builder to be most beneficial where people need 'metaknowledge' about ways to do a task and why one way is better than another in a particular circumstance.

The other kind of expertise language teachers are concerned with, teaching expertise, is embodied in a special kind of expert system, the Intelligent Tutoring System. The received wisdom here is that in order to be anything like as effective as a human tutor, (or, ideally, even better) an intelligent tutoring system needs knowledge in these areas:

1. knowledge of the topic to be taught (and how to solve problems in the domain, if appropriate);
2. knowledge about the student;
3. knowledge about teaching;
4. knowledge of how to communicate.

1. is the sort of expertise already discussed; 2. raises many problems beyond the scope of this paper; 3. is an underdeveloped area - most existing tutors have a very limited repertoire of teaching tactics, and 4. involves recognising the intentions behind the users' contributions to the dialogue - another thorny problem. GUIDON is quite reasonable on 1. and 4. but doesn't so much teach as students

to explore how MYCIN works, by asking questions and making requests.

When I first started thinking about Intelligent Teaching Systems it was to wonder whether there was a role for such a system in helping young readers to learn from expository text, which was the subject of some research I had been doing. As we have seen, a characteristic of successful expert systems has been a highly restricted domain of knowledge. It seems to be a sine qua non of a feasible system, and for high performance a considerable amount of domain-specific knowledge is required.

What would an expert 'comprehender' have to know? Good comprehenders can apply their skills to a text on any topic, so there is no limited-domain-specific knowledge to build in. But some knowledge about the topic and also some general knowledge about the way the world is, is a prerequisite for comprehension to get started. It would seem at this point that the obvious conclusion is 'impossible', but I want to go a little further and ask whether we couldn't envisage something more intermediate between the 'all-knowing' tutor, and the self-controlled 'discovering' learner.

At this point it is necessary to make a distinction between two types of comprehension, or rather the ends of the comprehension continuum.

recognition comprehension	learning comprehension	comprehension failure

Recognition comprehension is an interesting phenomenon in itself, in that we 'recognise' in a text far more than is explicitly stated. The notion of knowledge organised as 'frames' or 'schemata' or 'prototypes' for objects and events is a fruitful one for accounting for this phenomenon.

Take the following text:

> Jim and Mary went to town. They missed the short.
> The bus took longer than usual.

It can be seen as coherent on the basis of inferences such as:

> Jim and Mary went to town by bus;
> Jim and Mary went to town to see a film show;
> the short was the first film in the show;
> they missed the short because the bus arrived late;

which derive from the writer's and reader's presumed mutual knowledge of a script about 'A visit to the cinema', which is connected

to other more generalised 'getting to' schemas and to knowledge specific to this one, such as the sequence of the program. If this was read by someone who did not have this background knowledge, then he/she might be in a position to learn something, at least provisionally, provided the assumption is made that the text is coherent.

This can be better illustrated with a less contrived text, taken from an article by Abelson:

> When the veterinarian advises giving our dog a heartworm pill before chow, I try to change my dog-feeding script by adding this new step. This modification might be subtly cued. As I prepare to feed the dog my wife might remark, 'I've noticed a lot of mosquitoes lately', or even, 'I don't think the city sprayed the lake this year'.

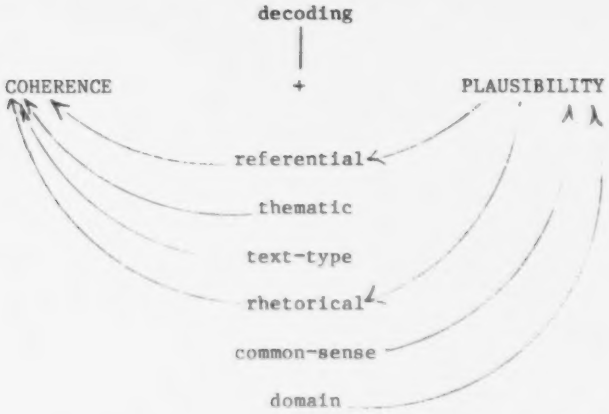
When I read this I learned a number of things:

- that 'chow' is American for food (perhaps in an animal context only)
- that heartworm is some kind of complaint
- that heartworm is a disease caused or spread by means of mosquito bites.

The last is of particular interest - someone who shared Abelson's background, a dog owner from a country where mosquitoes are enough of a problem for lakes to be sprayed, would have recognised this; someone who knew less than I did about the natural history of mosquitoes would have had to work even harder to learn it, but we both learn what we learn on the basis that Abelson's wife is making a co-operative contribution to the discourse.

We could look again at the requirement that an Intelligent Tutoring System should know all about the domain, and ask: 'Is it possible to turn this impossibility into a positive virtue?' After all, 'a good teacher starts where the student is at'. But, so far, my putative comprehension skills tutor isn't even there yet! So, if it is not to know about mosquitoes or medieval history, or musical instruments or metallurgy, what <u>is</u> it going to know?

In order to build a coherent and plausible mental-model of what a text is about, successful human comprehenders have to have knowledge in at least these areas:



Decoding is what HEARSAY can do given some important restrictions (discourse restricted to querying a data base, vocabulary of some 1000 words). Common sense and domain knowledge are the basis for judging plausibility, and of course would not be representable.

The referential, thematic, text-type and rhetorical aspects of a text are the basis of its coherence, and as the bi-directional arrow indicates it is the assumption of this coherence which enables a reader to infer the unstated rhetorical relations between elements of the text, in a plausible way. For example, 'Jim and Mary missed the film because the bus arrived late.' It can be seen from this representation what a central part rhetoric plays in the comprehension of text.

My investigations with ten- and twelve-year-olds have found that linguistic decoding skills are fine, but these students varied in how much they learn from unfamiliar tasks. Putting on one side questions of motivation, this appears to have to do with judging how and when to apply different types of knowledge, and whether the assumption of coherence is made. It is my experience that even many adults have not acquired these skills either.

My conception of a helpful tutor for people who don't do well at this task would be a goal-driven system whose top-level goal would be to construct a representation of the rhetorical structure of a given text. It would be armed with knowledge of text types and possible rhetorical relations, on the basis of which it would interrogate its knowledge base, the student.

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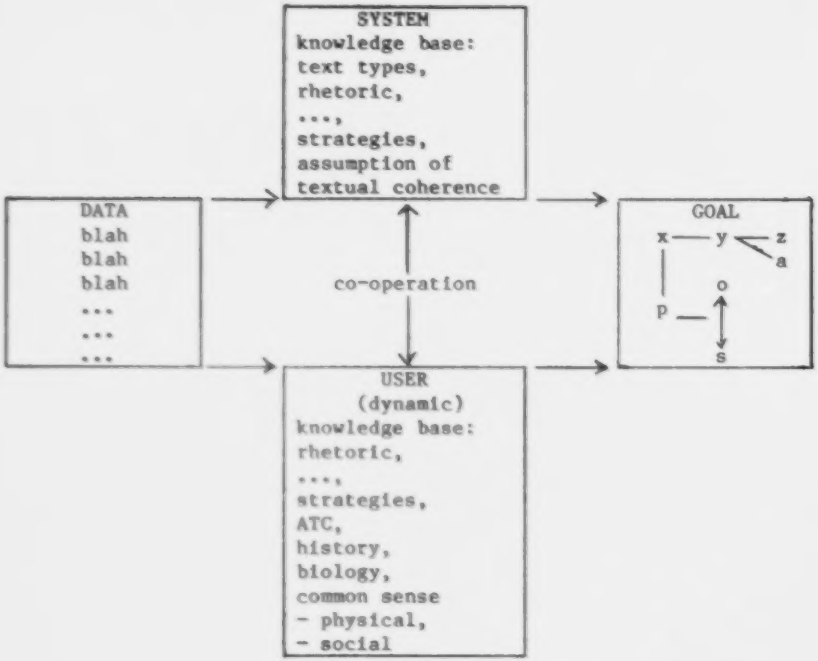

In helping the system achieve its goals, the students would be interacting with an organism at once both more naive and more sophisticated than themselves. The naivety about 'how the world is' would put the student in the position of making his own knowledge and that assumed or presupposed by the writer, explicit, as if explaining to a younger child, but whether this experience would transfer to situations where the student was reading on his own, is open to question.

The sophistication and perseverance of the system in respect of strategies for making sense of what is said would be a model for the student to follow. One could envisage it operating in different modes, varying the locus of control and amount of student participation. In one, it might generate hypotheses about rhetorical links between propositions and ask the student to evaluate their plausibility. In another, it might ask the student to hypothesise plausible links. In another, it might ask the student to 'edit' problematic structures, and, in yet another, allow the student to con-

struct as much of the structure as she likes, and to ask for advice on problem areas.

So, my conception of how an expert system might be used in developing this particular language skill is somewhat unlike the conventional notion of an intelligent tutor, as it has gaping holes in its own knowledge base, and no representation at all of what the student knows. Nor is it really like the conventional intelligent assistant, exmeplified by MYCIN or ELAS, in tutorial guise as GUIDON, which also 'knows' everything the student is expected to learn, even if it can't explain it all. Rather, it could be characterised as a collaborator or co-researcher which co-operates in learning with the essential element in the system - the student.

Clearly, the implementation of such a system would involve finding solutions to a number of severe technical problems. Even if it did not prove impossible, it would be extremly tough. Either way it could be a worthwhile enterprise in which theories about language expertise could be tested out, but as a practical proposal to be used in the languages curriculum 'next week' it is not on.

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B. HOW FEASIBLE IS IT TO DEVELOP CAL FOR LANGUAGE LEARNING?

Deryn Watson
King's College (Chelsea)
University of London

Such a title demands some early clarification. Feasible is used here not in the sense of 'Can we do it? How much does it cost?', but rather in a more loose definition of 'Is it worth it?'. Worth it to whom? By having 'CAL' and 'language learning' in the title, there is a clear suggestion that the learning operation is at the heart of the discussion. But this does not assume that the focus is solely on the learner - as an individual pupil; rather it is on the learning environment which encompasses the teachers and their role, as well as the learners.

At the same time, the somewhat difficult (and, in my case, inappropriate) phrase 'man-machine interface' that heads this workshop should be seen here to encompass three aspects: the teacher, the learner and the machine. If one views each of these as a set of interlocking circles, then one focus of interest for language learning lies where all three overlap. Indeed, it could be argued that there should be a fourth circle involved, ie that 'machine' should be split into a circle each for hardware and software. In that case, the point still holds - where all segments overlap in these sets is the focus of interest in CALL for the educational environment.

One of the drawbacks that humanities disciplines, from linguists to historians, geographers to English teachers, had during the early development of CAL was the inevitable emphasis that was placed on the obvious mathematical assets of the computer. Such an emphasis has had, to a certain extent, a constricting influence upon the development of software for these subjects. What are these assets? The most obvious one is that the computer is principally a 'number-crunching' machine. It can process numbers fast and accurately. It was natural, therefore, that early applications often concentrated on the most 'numerical' aspects of certain disciplines. That was the reason for the innumerable statistics routines that have been written in the 'seventies and early 'eighties, routines particularly tailored, to the needs of certain subjects, e.g. statistics for geographers, statistics for the social sciences. Such routines would appear in the vanguard of demonstrations of 'what the machine can do for you'. Certainly I, as a geographer, first looked at those quantitative aspects of my subject when considering appropriate applications for use with the computer.

What did all this mean for linguists? It meant that the potential for accuracy led to the development of drill and practice routines, for which the computer is an ideal agent. These drill exercises can include diagnostic routines to aid the pupil/student, but more fre-

quently to aid the teacher, to highlight particular areas of weakness. There is nevertheless a danger, and, in some ways an assumption that such an application is a major contribution to language learning. There is no doubt that linguists consider that accuracy-testing is an essential part of their curriculum, and certainly it did form such a part for a long time before the computer came on the scene. There does see to be a danger, however, that not only are such routines thought to be the only useful asset of computers, but that putting drill exercises on the computer somehow makes them more acceptable. Indeed, I heard a teacher say: 'The pupils are motivated when using the computer, and so I have put these drill exercises, which they found boring before, onto the micro and they enjoy them'. If the exercises were so boring before, why were they not scrapped? Do we really want to use the machine for exercises that we know we can no longer 'get away with' in the classroom? This seems not only a waste of the power of the machine, but a peculiar approach to education. The place of drill exercises, particularly for the individual learners to revise and practice routines at their own individual pace, will be obfuscated if used too often for boring tasks.

A more powerful asset that the computer has, and which English and Primary teachers are beginning to take full advantage of, is that of word processing. The power of the user over the cursor, referred to by Stephen Marcus, and the facility to explore the shape and accuracy of text without the inevitable pauses for red ink are becoming of increasing interest. This is surely useful to linguists. There are, of course, problems that relate to ready access to the machines in enough quantity for the pupils to use regularly, but there should be little doubt that the facility to draft and redraft text will become more widely used by language teachers in the next few years.

At King's College (with whom Chelsea College has recently merged), the Computers in the Curriculum Project has for many years been interested in the assets of the computer, not in association with number crunching or word processing, but rather the facility for the computer to act as a host for simulations. An accurate mathematical model can be explored to simulate an environment, which has been of particular attraction to the sciences and later the humanities. Thus one could simulate a pond and, over a period of time, explore the relationship between the populations of phytoplankton, herbivores and fish in that pond, and consider what happens if the pond is overfished, or polluted. The phrase 'what would happen if ...?' has been often used to highlight the key attribute to such simulations that they provide an environment for pupils to explore and discover interactively for themselves.

Geographers and economists also became interested in this technique. However, it was discovered that many environments, which we happily

describe in the classroom and of which we discuss the interrelating variables, are less easy to define when we need to be totally accurate, mathematically accurate, about their constituent parts, in order to develop the software. Nevertheless, despite such headaches, simulations have been developed in a variety of subjects and the opportunity to generate an 'environment' that can be subsequently expressed interactively by the pupils, does have a relevance to linguists.

For the humanities part of the CIC Project, i.e. the work with geographers, historians and economists, another avenue of interest began to emerge as we developed these simulations. What of the learner placed in such an environment? What is the learner doing? How is the learner reacting while changing the temperature, or increasing the fishing rate? First, during such discovery learning, the learner is having to make decisions, to choose which of the many paths through the simulation to take next. Second, the involvement of the learner during such work can be quite intense due to the active engagement of the pupil in the exercise. This engagement can be increased by combining role-playing with the simulation to reinforce the active personal involvement of the learner. Simulations which encourage these aspects could be said to have a different phrase as their key focus - not 'what would happen if?' but rather - 'what shall I do?' The focus has therefore shifted from an analysis of the model by changing the variables, into an analysis of the user's response to the manipulation of the variables. The focus here has therefore narrowed more particularly to the learner, and the way the learner can use the software.

An example of this type of software may be seen in WINDS. The pupils are presented with a screen map of the world. They are given the role of a sailing ship's captain; their task is to sail a large square-rigged boat between any two of the six ports possible (Shanghai, Rio, London, Valpariso, Cape Town, Sydney), using the only source of power available to them, the wind. They can steer in the direction of eight compass points, and are at liberty to choose the time of year they set sail. This simulation was developed principally to provide an environment for the pupils to explore the wind zones of the world and their seasonal shifts, something that is very hard for pupils to grasp, and yet is an essential part of their conceptual understanding of the climatic zones of the world. It has also been used by historians to explore the problems facing the early men on their voyages of discovery. It can be used within a relatively tight framework, whereby the teacher sets particular tasks for the pupils to accomplish, e.g. 'Can you beat the Cutty Sark's time carrying tea from Shanghai to London in 100 days' or 'plot the safest route and season for a journey between London and Sydney'. However, it can also be used in a looser way - whereby the pupils can set their own routes, and discover the relationship between location, season and wind zone, in an undirected way. Thus the

teacher can be both a director or facilitator, and the software can be used in a more structured or open discovery-learning way. This software can be very useful therefore because it can be tailored to the individual needs and roles of the teacher and pupils in a variety of environments.

This focus on the individual learner is, of course, of interest particularly to linguists. If the teacher puts questions to the whole class, many pupils may turn off and not respond, and so the teacher relies on the keener or more confident pupils to give the answers, but even these keener pupils will rarely try hard with each question: they know that the chances that they will be chosen to reply every time are nil. But an individual working on the micro cannot duck some questions: without an answer, the program will not move forward. This is a good case for some individual interactive work at the micro, work that linguists are already exploiting with the drill exercises. But the focus on decisions that the individual must take, illustrated in the WINDS example, rather than just having to find the correct answer, leads into an area that also could be of interest and relevance to linguists. That is, pupils working in groups, rather than singly around the keyboard, and the dynamics of such groups working together on decisions.

Humanities teachers often have pupils working in groups in the classroom, just as they were already used to handling board games and role-playing exercises before the computer came along. What has been of interest to note is that where we have a small group of pupils working around the keyboard, there appears to be a significant amount of 'talk' among the pupils about the work: they are discussing what to do next, and are actively engaged therefore in decision-making and 'talking history' or 'talking geography' at the same time. So the focus shifts from the individual, and 'what shall I do?', to the group, and 'what shall we do?, and the ensuing conversation.

An interest in the pupils verbalising their thoughts, developing discussion and decision-making techniques and abilities is not, of course, unique to the historians and geographers. It is of particular interest to language teachers, of any language, because their ultimate goal is that of communication, and here we would appear to have a machine that can act as the focus, indeed the catalyst, for communication between learners.

Such discussion puts a different dimension also on the word 'interaction' - often used in a too narrow sense to refer to the interaction between the individual and the software. Interaction between those using software both at and away from the keyboard, is just as interesting. Indeed, educationalists have been concerned with the potential of the interactive classroom for some time and there are situations where, because of the neutrality of the machine, the

teachers and pupils have been able to work together through a computer exercise or simulation. This creates an interesting environment, one where the teacher is able to cross the 'them and us' divide, and one also where the teacher is no longer always a director of the learning operation. This is possible particularly when the nature of the exercise or simulation is such that there is no automatic 'best route' or 'correct path' through the software.

One example of a simple French program that has been developed, which places the pupils in a simulated environment, and encourages the pupils to discuss the most appropriate words or phrases within the given context is METRO. This has been devised by CIC with a group of teachers in Cumbria and Lancashire involved with the IEE graded test scheme, and intended for use with eleven-year-old learners, usually in their first term of language learning. They respond by choosing correct words or phrases that will enable them successfully to find the Métro, buy a ticket and descend to the platform, and travel from Porte D'Ivry to Porte du Clingancourt. If the pupils get the answer wrong, they are asked to try again. Two wrong goes, and they are directed to the answer. The program does not attempt to be a diagnostic tool, nor is it designed to insist that they get an answer right before they 'move along' the line. It is aimed at providing a useful simulation of a real environment, and giving the pupils practice in the correct recognition of the words and phrases they will meet in such an environment. Group use of the program can encourage talk amongst the pupils, probably in their mother tongue, but they are talking about the language content. Generating class materials for the language curriculum that recognise the role of discussion about work, in the host tongue, with the support of CAL software, is obviously the next challenge.

A further example to illustrate the way software can be designed to deliberately foster the talk and exploration of language while at the keyboard is CALL MY BLUFF. Although developed by English teachers in the CIC team for their classroom, it would seem that it might be of interest to both the EFL and foreign language learning community. The English teachers were particularly concerned that any software produced should contain a facility for teachers and pupils too to customise it for their own requirements. In CALL MY BLUFF, the game progresses along lines similar to that of the television parlour game. A word is selected at random from a file of four sets. Three possible meanings of this word are given and the pupils are asked to choose the correct meaning. The game can be played individually, in a group, or in teams . The correct answer is then given. A significant amount of language discussion can take place around the keyboard as pupils may explore the sound of the word and how this may relate to one of the meanings, or perhaps to another similar word they know has one meaning. Much interest has also been generated by the possible part of speech which the word may be, as the meanings deliberately jumble verbs, nouns, adjectives etc. The

four given files allow for exploration to cover a variety of word sets, from Middle English to Australian slang, but most important, there is also a facility for the users to generate their own files of words. Without having any knowledge of programming, they are able to choose words, give the meaning and two bluffs, name the file, and then add this to the files that they can use. Thus the teacher could set up beforehand a file for use with a particular class, or the pupils themselves can set up files as part of the language discussion exercise. Such software which incorporates 'empty shells' for the user to customise the software, but without being forced to undertake the programming themselves, can act as a bridge between the linguist and computer scientist.

Software for language learning need not always therefore be associated with the accuracy-testing variety, but can relate to the communicative approach. Whatever the software, there will always be other issues that relate to the feasibility of CALL. Does the software enhance existing practice, extend the curriculum, or even possibly change the curriclum or some of its emphasis? Will this threaten the role of teachers or open up new relationships with their learners? Can linguists expect or want to have only one micro in their classroom? Will they be prepared to plan around a circus of activities, possibly over a three-week period, that will enable small groups each to use the micro? Will they be inexorably drawn into using the computer laboratory, a timetabled room with all the problems and lack of flexibility that arose with the language laboratories? And, most important, will they find or develop software that reflects one of the principal concerns of the language teaching community, that of the development of communication?

It would seem that using CAL for language learning will be feasible if the linguists concentrate in part on those assets of the computer which are not immediately obvious, but which may be more attractive in the long run to many humanities disciplines in general. Group and class interaction, the neutrality and patience of the keyboard, and the facility to provide a motivating environment are all to be added to the computer's role as an accuracy-testing tool. It is these assets, after all, which reflect closely the real educational concerns of linguists responsible for language learning.

C. CALL FOR ADVANCED LEARNERS

Greville Corbett
Department of Linguistic and International Studies
University of Surrey

INTRODUCTION

Early work in CALL has tended to concentrate on beginners, and indeed, there are plenty of worthwhile approaches to try in this area. In the longer term, however, it may well turn out that the prospects are as good, if not better, for advanced learners.

What is special about advanced learners?

1. It is difficult for the teacher to know exactly what they know, so it is hard to tailor materials.

2. It may be difficult for students to see what they don't know.

3. It may also be difficult for them to see what progress they are making.

4. As a result, language may seem less interesting than it did during the earlier stages.

One approach is to provide learners with the tools to look in considerable detail at specific parts of the language. (See Using computers with advanced language learners: an example. The Language Teacher, vol 9 no.3, March 1985.) This takes us into the exciting area at the overlap of linguistics and language learning. This is an area I have been involved in for some time, but doing it through CALL is fairly new. Some of the work undertaken by Margaret Rogers, Khurshid Ahmad and me is partly at the dreaming stage, and some of it we have running, but as yet we have little experience of using it with students.

What can CALL offer the advanced learner?

The computer can store an enormous amount of data about the target language and give the student easy access to it. There are two obvious types of such data: running text and lexical information (dictionaries).

RUNNING TEXT

Linguists and literary scholars have input texts in the past and have created concordances. This can be done using specialised packages, such as the Oxford Concordance Program. However, we wanted the student to have direct access to the texts; in other words, to

create a concordance interactively. A package called SEARCHSTRING was written. (See article referred to above.)

The example given is a syntactic problem. Other applications are:

1. Collocations: What can be yellow, brown, etc in a given language? How do you say 'a lot of' speed, concern, pleasure (often not given in dictionaries)?

2. Investigate cohesion (look for linking words).

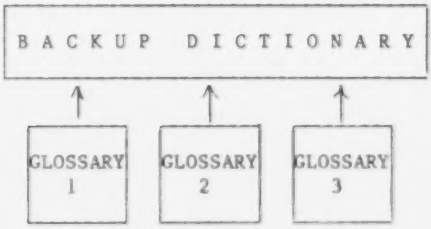
3. Collect examples of forms of address (in appropriate texts).

The Russian corpus I use at present has texts from different subject areas. It would be exciting to have a corpus which included more widely differing materials: spoken language, and a variety of written styles (literary, journalistic, even texts from the classics for comparison). The student could then be given the option to see examples from a small but representative sample of the corpus before going on to a listing of all the examples in the entire corpus. If the sample proved uninteresting the student could adopt a different approach.

There is also the problem of inputting data. It is now possible to use an optical character-reader or material already input elsewhere, e.g. ICAME (Norway), publishers (especially of newspapers).

LEXICAL DATA

Simply turning the pages of a dictionary can take up a great deal of the learner's time; a computer can locate the desired item in a list much more rapidly. At the students' request, we started working on a computerised look-up system. It had the following structure:



This structure combines excellent response times with the possibility of good coverage. We later added the possibility of including grammatical and frequency information. The difficulty is again that of inputting the data.

An alternative is to start from an existing dictionary. Conventional dictionaries are increasingly being prepared in machine-readable form; this has considerable advantages for the publishers both for making additions ready for new editions and for preparing whole batteries of dictionaries from a single source.

Moves are afoot to make published dictionaries available in machine-readable form, with software which will allow the user to scan the dictionary but not to print it out or change it. (The publishers, of course, would not wish this.) The facility was intended for translators who, naturally, require bilingual dictionaries. Software is being designed to allow a translator using a computer for word-processing to 'jump into and out of' a dictionary, without having to close the files or stop running the program on which he or she was working. This opens exciting possibilities for CALL. Such a dictionary could be available while students were working at a variety of other tasks; they could look up unknown words very rapidly, and return to the main program. While such dictionaries could not be amended by the language teacher, the fact that they are intended for another market (i.e. translators') means that they may be available relatively soon at a reasonable price.

PROSPECTS

In the future, we may see the advanced language learner sitting at a 'linguistic workbench' and given a range of tools with which to investigate the foreign language. The essentials will be a concordance package and a dictionary, and perhaps also a grammatical dictionary (Zaliznjak). This would be only a small part of a language course, but it could help advanced learners to identify areas of the language which deserve further study; it might also maintain their interest in the study of language at an advanced level.

D. USING COMPUTERS IN FOREIGN LANGUAGE TEACHING

Roger Sparkman
Fairfield High School
Widnes

Over the past few years, my colleagues and I have been experimenting with the systematic use of computers in teaching French and German. Although it is too early to come to any but the most tentative conclusions, we have been greatly encouraged by the effectiveness of computers in adding to our teaching a new dimension which promotes motivation and concentration, ties in well with normal classroom practice, and presents language in a way which is attractive to the pupils. That many pupils are naturally interested in computers is evident from their fascination for computer programs of all kinds, and it is a logical step to harness this interest for the purposes of language teaching, specifically, in my case, to practise and reinforce aspects of vocabulary, phrases and grammatical structures, which need a considerable amount of work of a repetitive nature before the pupils are fully conversant with them. The vocabulary or grammar topic is introduced and taught in class in the normal way before the computer session, and subsequently used in communicative language activities. The computer is thus used for an intensive practice session, and is intended to complement the teacher's role rather than to replace it, and to make the path to language performance more effective and more enjoyable for the pupil.

My own interest in computers led me to start writing programs which present vocabulary, phrases and grammar in the form of animated games featuring two cartoon-type characters, Henri Béret and Willi Wunderbar for French and German respectively. Multi-choice questions and questions requiring the pupil to type in the answer are used, and correct answers are rewarded by scoring points at darts, bowls, golf, etc. The game element is important because part of the appeal of the micro is that it is challenging and fun to use. The graphic representation of these games is deliberately simple, the point being to focus the attention of the pupils on the language items, and to encourage them to make as many attempts as are necessary to master the topic being taught. The scoring system encourages the pupils to establish and then beat the 'high score', and the competitive nature of the exercise is further enhanced by requiring the user to start the game again with a zero score when a certain number of errors has been made. When errors are made the correct answer is displayed, so that the pupil can work with a degree of independence, and progress in his/her understanding. At this stage, it must be stressed, the teacher will already have prepared the topic in class, and will be on hand to offer advice and further explanation as necessary. Accuracy, precision and, in some programs, speed are required of the pupil to achieve a good score. The immediacy of response of the computer, its endless patience, and the feeling that

here is a lesson where the pupil is in charge of the learning situation, do concentrate the pupils' minds on getting the answer right without the fear of making mistakes.

The use of the computer complements and reinforces classroom teaching. The programs we use deal with vocabulary, phrases and grammar suitable for preparation for exams taken at the end of the fifth year, although they are frequently used with lower age-groups. The sets of questions are arranged to correspond to teaching points and so can be used as the topics covered occur in course work or revision. For example, if a topic deals with the town, classroom work can naturally lead on to a computer session where related vocabulary and phrases are practised, before further classwork on the same theme at whatever level is suitable for any particular class. Similarly, any grammatical points which are relevant at this stage - e.g. perfect tense, use of à (Hier je suis allé au cinéma) - can be practised on the computer to aid pupils' performance in oral or written work.

Unfortunately, it would seem that relatively few language teachers are familiar with computers, and many are daunted at the prospect of using one, although a computer with well-designed software is arguably easier to use than a motor car with its proliferation of levers, switches and dials. Pupils rarely show such reticence and any initial unfamiliarity with the keyboard is quickly overcome.

The computer can be used by groups or individuals during private study, or, except in times of industrial action, at a lunchtime or after-school club. Much useful work can be done here, and it gives a teacher new to computers a chance to familiarise him/herself with the computer set-up in his/her school, and with the reactions of pupils to the software, without the pressures of looking after a class.

The scope for using computers with a whole class will depend on the facilities at your school and the co-operativeness of the computer staff. At the school where I teach, we have a computer room with eleven computers linked on an Econet network system. This means that one central file server (a computer and disc drive) can load a program from disc onto all the other computers in the room. Pupils are also able to access the one central disc from their individual computers via the network system, so that, when using my programs, pupils are able to change from one set of questions to another by loading a different data-file (set of questions). As each program has a range of different sets of questions, pupils are able to work at their own pace and can be given a variety of work, as appropriate.

The program should be loaded by a technical assistant or member of staff before the lesson, so that when the class enters the computer

room, the computers are fully set up and ready for use. Loading with a network system takes only a few minutes and not much longer where each computer has its own disc drive. Loading from a cassette is more time-consuming and difficult, but is just feasible with care and patience.

Pupils work in pairs, and where class size and facilities do not allow the whole class to be accommodated together, the class can be split into two groups, each group spending half the lesson with the computer and the other half doing written work or oral work with an assistant. Working in pairs, the pupils are each actively involved, discussing the questions in a mixture of English and foreign language, taking it in turn to key in the answers, keen to outdo their classmates in achieving a high score. While the pupils are working independently the teacher can monitor their performance by looking at the scores they are achieving. The lesson is thus partly diagnostic and the teacher can spend time with individuals explaining points again where a low score shows this to be necessary, confident that the rest of the class is working and, in effect, having their work corrected as they do so.

Our experience with microcomputers represents only one of many possible approaches. We have been encouraged by the reaction to our attempts, by the growing interest shown by teachers in computers, and by the work of Chester College and Cheshire's advisory teacher for languages in making a video film demonstrating our work so far. In the future, I look forward to the development of further programs which stimulate and sustain pupils' interest and which exploit the many possibilities offered by the computer.

However, the prerequisite of the development of the full potential of CALL must be that more teachers become actively involved in using computers and discuss their experiences. More conferences, workshops and in-service courses are needed where teachers can exchange ideas. Languages are generally perceived as difficult subjects and, in the end, there is no substitute for pupils' performance using the language communicatively in a realistic situation. Our experience suggests that computers can play a valuable role in the process of getting pupils to the performance stage, and if we can make this process more effective and enjoyable, we have a better chance of keeping our pupils interested and improving the standard of performance.

E. SOFTWARE DEMONSTRATED

The following programs were demonstrated by participants at the workshop.

ANGLO-WORLD SOFTWARE

TEXT PLAY

A set of three text-manipulation games, each accessing a file of up to 120 short texts. The disk also contains an authoring program, which creates, edits, etc these texts.

WORD PLAY

This consists of four word- and sentence-based activities, accessing files of up to 50 word lists or sentence lists. These, in turn, are created by another authoring program, which is on the same disk.

The two packages are to be produced for the BBC Micro, are designed for the EFL market, but are usable in secondary education as well, and are to be published in 1986 by Cambridge University Press.

BBC SOFTWARE

A VOUS LA FRANCE

Produced in association with first-stage French multi-media language course of same name and designed to help the learner to practise the basic skills required to speak French.

The software comprises 45 programs in the form of fifteen units of three programs, of which three units are revision units, with an accompanying booklet describing the programs and giving notes on their use. Exercises range from shopping simulations to map-reading and from a 'Who-dunnit?' game to a French version of a one-armed bandit.

The programs are supplied on two cassettes and are designed to run on the BBC Model B, B+ and Acorn Electron Microcomputers. A convertor program is provided to transfer the material to disk.

DEUTSCH DIREKT

Produced in association with first-stage German multi-media language course of same name and designed to help the learner to acquire a basic German vocabulary and strengthen his/her word-power in German.

The pack contains a software dictionary of over 1,000 words and a suite of six programs based around these words, two teaching programs, three word-games and a topic-based revision option. For pronunciation practice, there is an audio-tape of all the words in the software dictionary.

The software is designed to run on the BBC Model B and B+ Micro-computers. The programs are on a single 5.25" flexible disk, compatible with 40- or 80-track disk drives. A convertor program is supplied for the latter.

L'ENSOULEIADO SOFTWARE

FRENCH HOLIDAY

Caters for Level 1 of Graded Proficiency Tests, but suitable also for revision later or for students in adult education. It covers the travel and tourist phrases and vocabulary needed for group visits to France. It mainly uses a multiple-choice format. Additionally, students have to fill in a hotel 'fiche', order a meal on a limited budget, interpret a railway timetable and move around a street plan according to directions in French. Two attempts per questions, with comments on wrong answers. Teachers' notes are included.

SPANISH HOLIDAY

The Spanish equivalent of above program. Based on a visit to Madrid.

FRENCH VERB

For verb practice and revision, practising more than 40 verbs in a series of twenty-question tests and covering the tests necessary for 'A' level and beyond. Includes a rewarding tune and points for correct answers.

SPANISH VERB

The Spanish equivalent of above program.

ZOO

An interactive adventure story about a day at the zoo, illustrated by simple line-drawings. English version for 'special needs' groups and French and Spanish versions for those with two to three years' experience of either language. Involves decision-making.

ADVENTURE HOLIDAY

An interaction adventure story for learners of French and Spanish with three or four years' experience of either language. Involves decision-making.

Available from L'Ensouleiado, Old Brackenlands, Wigton, Cumbria CA7 9LA.

FORLAN SOFTWARE

DICTATION

Interactive dictation in English, French, German and Spanish. Each word is checked; up to two incorrect inputs, then correct word is printed. User may play back current phrase at any time; score given and text processed.

Comprises a students' program and an authoring program.

GAPFILL

Sequential gapfill program in three display modes, with words replaced by asterisk. Text is reprocessed as a word is input - up to two incorrect inputs; correct phrase may optionally be played back at any time - synchronised display of whole text and recording. Help option available.

Comprises a students' program and an authoring program.

PHONE

An 'answerphone' simulation, which allows for busy lines and 'Line busy. Try later' messages. Of relevance to BTEC students. Available in French, German and Spanish.

TELEX

For business simulations. Telex-sending and receiving simulators in French, German and Spanish. Messages stand as files on disc. Reader program for teacher to produce hardcopy for students later. Use made also of computer's internal clock to check time of sending of message.

MATCHES

A 'matching block' exercise requiring the student to identify and match up the correct six sentences in two juxtaposed blocks.

Comprises a students' program and an authoring program.

JUMBLIES

A jumbled sentence exercise requiring the student to sequence the jumbled sentence correctly.

Comprises a students' program and an authoring program.

The first three programs use the Tandberg AECAL recorder, the second three do not.

Available from Alan Page, Forlan Software, 12 Stanley Street, Luton, Beds LU1 5AN.

ILECC SOFTWARE

THE DARK CASTLE

An adventure story with unlikely happenings and strange characters, designed for pupils of any ability up to CSE/'O' level and intended to give them pleasure in reading a foreign language. Devised for work in small groups, with a dictionary facility allowing as much or as little consultation as required. Aims - to show that the computer can do more than merely test routines and drills and can be used as a tool for tackling a text and to demonstrate how to use a new resource imaginatively.

Available from Inner London Educational Computing Centre (ILECC), Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ.

MICROLINGUA SOFTWARE

AU SECOURS!

Hangman-type games in French (with German equivalent, HILFE!), with associated authoring program. Input letters may be typed in any order and, if correct, are inserted by micro in correct place.

FRENMOVE

A suite of five programs demonstrating by use of animation and colour the formation of the French perfect tense in all its forms. As a demonstration aid for teachers or for revision/remedial purposes.

MULTIQUIZ

Multiple-choice quizzes in French or German. Random presentation of questions and answers; outputs lists of names and scores; provides

feedback of performance on individual items; and has its own authoring program.

TABLO

An electronic blackboard offering in full colour and double-height, accented characters and up to eight different ways of presenting text in the form of questions and answers. Complete with authoring program. Intended as a teaching aid.

INSERT

For the teaching of grammar by displaying a gapped sentence and a clue. Also contains a teacher's demonstration program, suitable also for revision, and includes an authoring program.

Available from Microlingua, 91 Nod Rise, Coventry, West Midlands CV5 7JP.

OXFORD ENGLISH SOFTWARE

READING FOR ENGLISH

Intended as a new concept in ELT software, reading-skills development, text-based learning and learner-centred materials and offering a choice of texts, eight activities to use with the texts and a simple but sophisticated system of scoring.

Discs of texts are in preparation; all levels will be covered.

Pilot is currently available on 40- or 80-track disk for use with BBC B microcomputer. Versions for IBM PC, Apple II and Commodore 64 are in preparation.

Further details from Simon Murison-Bowie, Oxford University Press, Walton Street, Oxford OX2 6DP.

SPARKMAN PROGRAMS

Seven French programs, which are intended for preparation for examinations at 16+ but may be suitable for younger age-groups, present vocabulary, phrases and grammar in the form of animated games featuring the cartoon character, Henri Béret. Questions are held on data files, and a program is supplied with each unit for the user to write extra sets of questions.

The series comprises: DARTS (vocabulary); TIR (phrases for oral

work); BAR (regular verbs); FISHING (irregular verbs); CRICKET (irregular verbs and tense recognition); HORSE (adjectives) and GOLF (pronouns and negatives).

A similar series is being developed for German.

The French series is available from AVP Computing, Hocker Hill House, Chepstow, Gwent NP6 5ER.

WEIDMANN PROGRAMS

The Modern Languages System (German Version) comprises a number of programs for learners and teachers of modern languages. The programs are: INFO and INFO1 (general introduction to system for the user and teacher's control program); EXERCISES FOR ONE PUPIL (grammatical points); TUGWAR (programs for two users or groups of users; grammar, German background etc); LANGUAGE GAMES; SPECIAL PROGRAMS (including ELZ, a German version of MALLORY MANOR); TEXT COMPREHENSIONS; SPOT-CHECK (grammatical and other topics) and EXTENDED KEYBOARD PROGRAMS (currently being trialled). There are also four utility programs: C-TCOMP (to write a new text-comprehension program); C-FILE (to write a new DATA file for use in TUGWAR and/or SPOT-CHECK) and UMLAUT (to provide German umlauted vowels and as user-defined characters linked to the red function keys).

Further information from Bertold Weidmann, 103 Parc Hendy, Mold, Clwyd CH7 1TT.

F. EXCHANGE OF INFORMATION

1. THE BREALEY LANGUAGES CENTRE

The opening of the Brealey Languages Centre took place on 24th September, 1985. The Centre has an SJ Research hard disk network of some 25 stations, of which 18 are in the central learning area and interfaced with a BBC(B) micro. A further 12 stations in this central area house Tandberg AECAL taperecorders which it is hoped to interface with micros. The 30 Tandberg AECAL machines are split into two language labs, which can be combined, when needed, for individual use by a full class.

In the central learning area there is also a floppy disk network of 12 BBC(B) micros. Ten of these stations also have VHS recorders and it is hoped eventually to have the means of interfacing the VCRs to the BBCs to provide tape-based interactive video. To date, there is a pilot model of the AUTOTUTOR developed by David Little and Eugene Davis at Trinity College, Dublin.

A network of 10 RM Nimbus machines based on a 10 megabyte hard disc completes the hardware and it is hoped that advantage can be taken of the greater memory of the NIMBUS and its built-in European character set to develop substantial software packages when the time permits and the programmer is available!

The two classrooms in the Centre are linked to the SJ Research and RM Networks and have a large monitor for full-class use. The small programming room is linked to both the BBC and RM networks as is the office and workshop. In the workshop there are VHS editing facilities and a small audio-mixing board to use in conjunction with the recording studio. A dish aerial sits outside and teachers are just beginning to have a look at the programmes on offer.

The aims of the Centre are:

1. To support modern language teaching and learning in St Georges's School.

2. To develop self-access language learning materials to enable non-specialist linguists in the Sleaford Schools Joint Sixth Form to maintain and extend their language skills within the Foreign Languages at Work scheme of the London Chamber of Commerce and Industry.

3. To act as a modern languages resource centre and materials development unit for Lincolnshire.

4. To help to co-ordinate nationally information about the use and development of CALL materials in collaboration with CILT.

5. To develop and foster an electronic mail link with the Lycée Classique, Diekirch, Luxembourg under the auspices of the Micro-electronics in Education Programme.

6. To establish a link with the Centro de Enseñanzas Integradas in Huesca, Spain for the exchange of source materials between staff and letters between pupils.

The research interests of the Centre are:

1. The development of a self-access learning system for sixth form use which will enable students to select multi-media and single medium materials most appropriate to their individual needs and to build in an element of self-evaluation to allow participants to monitor their personal progress.

2. The development of a scheme of classroom observation for modern languages when one or more micros are in use. This work will be undertaken in collaboration with ITMA, Shell Centre, University of Nottingham (ITMA = Investigations on Teaching with Micro-electronics as an Aid).

3. Collaboration with the Department of Language and Communications, Trinity College, Dublin and Lincolnshire Educational Television to explore the design and production of interactive video teaching/learning units and to observe and evaluate their use and effectiveness.

4. To develop materials which will facilitate the use of The Times Network for Schools in the modern languages classroom.

5. The observation and evaluation of the use of wordprocessing and dataprocessing in second language learning.

6. The development and evaluation of classroom units based on content-free programs supplied by WIDA Software and Lanchester Polytechnic.

The Brealey Languages Centre is at St George's School, Westgate, Sleaford, Lincolnshire and its Director is Mrs Sue Hewer.

2. NCCALL: EALING'S NEW ROLE

On 1st April 1985, Ealing College of Higher Education took on a new role. The College was awarded a substantial Educational Support Grant (ESG) by the Further Education Unit (FEU) at the Department of

Education and Science (DES) to set up a National Centre for Computer Assisted Language Learning (NCCALL) in the School of Language Studies. The centre is run by two full-time members of staff: Graham Davies (Project Leader) and Sarah Aspinall (Project Liaison Officer). A full-time programmer is to be appointed.

NCCALL is concerned mainly with the following languages in the context of non-advanced further education (NAFE): EFL/ESL, French, German, Spanish and Russian. The centre is collaborating with the CALL Centre at Uxbridge Technical College, which is run by Germain Lalonde and has also received an ESG from the DES. A further nucleus group of FE/HE colleges and polytechnics has been identified for future collaboration. It is hoped that our activities will be of interest not only to teachers in NAFE, but also to teachers in all sectors of education, and to educational computing specialists in general.

Ealing's expertise in CALL is considerable. Most staff in the School of Language Studies have had 'hands-on' experience with micros, and a substantial number use micros regularly with their students.

Accommodation

NCCALL is housed in the School of Language Studies, which was scheduled to move to new accommodation in Grove House (5 minutes' walk from the present accommodation) during the summer of 1985. Unfortunately, this move has been postponed until January/February 1986, but when it does take place NCCALL will have virtually purpose-built accommodation at its disposal.

Application for a further educational support grant 1986-87

When the original ESG was applied for, it was envisaged that the work of NCCALL would continue for at least two years and probably longer. It is hoped that NCCALL will continue to be supported by the FEU in 1986-87. An application for a further ESG has been submitted to enable our work to continue in 1986-87.

Activities of NCCALL

NCCALL's activities can be broadly classified under the following headings:

(1) Gathering information about CALL
(2) Dissemination of information about CALL
(3) Acting as a CALL resources centre
(4) Evaluation of CALL software
(5) Development of CALL software
(6) Staff training and development
(7) Collaboration with other institutions

ACTIVITIES APRIL 1985 to NOVEMBER 1985 AND FORTHCOMING PROGRAMME OF WORK

(1) Gathering information about CALL

A questionnaire was sent out to all FE colleges and selected HE colleges and polytechnics in April 1985. The main aims of the questionnaire were to identify which colleges were active in CALL, what hardware and software they were using and what languages were being taught with the support of CALL.

176 responses to the questionnaire were received - a creditable figure. Only 62 institutions indicated they were already making use of CALL.

The lack of pedagocically worthwhile software, the lack of variety in available software but, above all, the need for staff training and lack of time were singled out as the main reasons for not using CALL or for making little use of it. Increased motivation amongst students, the experience of using a computer and the opportunities for self-access learning were cited as the major benefits of CALL.

A complete breakdown of the responses to the questionnaire may be obtained from NCCALL.

(2) Dissemination of information about CALL

NCCALL has now taken over the responsibility (from Roger Savage, Modern Languages Adviser, Staffordshire) for producing and mailing the newsletter CALLBOARD. Graham Davies continues to be the Editor, while Sarah Aspinall takes over the duties formerly carried out by Roger Savage.

(3) Acting as a CALL resources centre

Visitors are welcome, but should let NCCALL have at least two weeks' notice as their schedule is very full.

NCCALL houses 24 BBC Micros (each with its own disk drive), an Apple IIe, a Commodore 64 and a RML 480Z. NCCALL plans to buy an IBM PC in the near future. 12 BBC Micros are equipped with the VIEW word-processing chip, 2 with WORDWISE PLUS. The micros used for administration and software development are equipped with programmer's aids such as DISC DOCTOR and the BEEBUG TOOLKIT. NCCALL also has an AMX mouse, a light pen, a speech synthesiser and a LOGO ROM. A Tandberg Computer Controlled Recorder (TCCR 530) has also recently been obtained. Germain Lalonde of Uxbridge Technical College and Alan Page of Luton College of HE are both working with the same machine and have offered to collaborate with NCCALL on exploiting its potential.

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Most of the BBC Micros are used for teaching and self-access learning, but a number are used for administration and software development.

The college Computing Centre houses two Prime minicomputers on which some CALL software has been developed, but in future these machines are more likely to be used for data storage and text-analysis tasks: e.g. with the aid of the OCP package or the SNOBOL programming language.

The software library has been expanded and now has a stock of some 250 CALL software packages. Much of NCCALL's latest work has been devoted to checking, organising and cataloguing software which has recently been purchased with the ESG. The software catalogue is not yet complete, however, and much work remains to be done. Nevertheless, the software collection is sufficiently well-organised to enable users to find quickly the software they require.

A number of books on CAL/CALL have been ordered. It is planned to build up a solid collection of books and relevant articles on CALL to enable research to be carried out. CILT's reports on CALL workshops held at St Martin's College, Lancaster (1982, 1983, 1984) are also held. By special arrangement with CILT, we are able to offer these for sale to visitors.

(4) Evaluation of CALL software

Evaluating existing software and developing new software are our main activities. NCCALL has developed a CALL software evaluation form which will be used by members of staff evaluating software packages. More than one form per package may be completed by different members of staff in order to give a balanced picture of each package. Forms will be filed and made available to anyone wishing to consult them. A copy of the form may be obtained from NCCALL.

(5) Development of CALL software

The FEU has set up a courseware system (RP301), intended as a central unit for the evaluation and the dissemination of all courseware produced by colleges in receipt of an ESG. As well as developing courseware for the FEU, NCCALL aims to collaborate with the FEU on the cataloguing of available software.

At least one member of staff from each of the language divisions is or will shortly be engaged in writing CALL material with the aid of existing authoring packages.

The major project is the conversion of the Canadian CLEF package from the Commodore 64 to the BBC Micro. The main reason for con-

centrating on this project is that the returns from our questionnaire indicated clearly that there was a demand for basic French material for the BBC Micro. CLEF is a package of some 30 discrete tutorial units covering the kind of material appearing in syllabuses for a wide range of public examinations in the UK.

Interactive videodisc CALL was also originally perceived as an area worthy of exploration. At present, however, staff at Ealing have no expertise in interactive video. It is possible, however, that NCCALL may collaborate with Paul Bangs of Buckinghamshire College of Higher Education, where an interactive videodisc system has been developed.

The only CALL software completed so far is a package of six 'text maze' programs based on the book 'Mazes' by Marge Berer and Mario Rinvolucri (Heinemann, 1981). Negotiations are taking place with Heinemann regarding publication.

(6) Staff training and development

A CALL residential course is planned at Ealing, possibly using the YMCA for accommodation. Provisional dates are April 7th - 11th.

(7) Collaboration with other institutions

Apart from Uxbridge Technical College, a nucleus group of colleges has been identified for future collaboration and the setting-up of a network for the dissemination of information. The colleges are:

Abingdon College of Further Education
Buckinghamshire College of Higher Education
Fielden Park Centre, South Manchester College
High Peak College of Further Education
Kingsway-Princeton College of Further Education
Luton College of Higher Education
Mid-Kent College of Higher & Further Education
Pathway Further Education Centre
South Thames College
Westminster College
Wolverhampton Polytechnic

Nene College is acting as co-ordinator for the National Standing Conference of Regional Staff Development Centres whose main aim is to promote the development of IT in NAFE. Sarah Aspinall will act as NCCALL representative.

Barbara Phillips has been seconded from South Bank Polytechnic to research into CALL at Ealing. She is being funded under the DES INSET scheme and proving to be a valuable helper in many respects, especially in the evaluation of software already held in the NCCALL library.

For further information about NCCALL, write to Graham Davies at National Centre for Computer Assisted Language Learning, School of Language Studies, Ealing College of Higher Education, St Mary's Road, London W5 5RF. Tel: 01-579 4111.

3. AN ENQUIRY INTO THE APPLICATION OF CALL IN SCHOOLS IN ENGLAND AND WALES

During the current academic year, the Department of Education and Science (DES) has made small grants available to the various subject-teaching associations and asked them to produce short reports outlining how the microcomputer may be effectively deployed in the teaching of their respective subjects in the secondary school. Once these reports are produced, DES will distribute them to every secondary school in England and Wales with the aim of raising teachers' awareness of the potential of the micro-computer and of encouraging them to incorporate it into their teaching. The aim is also to point the way forward in terms of curriculum, staff and materials development.

In the case of the language teaching associations, the Modern Language Association and the British Association for Language Teaching were approached by DES. They engaged a few members who discussed the issue and formed a small working group of those known to be actively involved with CALL at secondary level. The working group consisted of Richard Beaton (Ripon Language Centre), Barry Jones (Homerton College, Cambridge), David Little (Advisory Teacher, Essex), Sue Hewer (Brealey Languages Centre, Sleaford), Bertold Weidmann (Argoed High School, Clwyd), Lynnette Heath (The Bordesley Centre, Birmingham), Roger Sparkman (Fairfield High School, Widnes), Les Churchman (Kirkby Centre, Notts) and Eric Brown (CILT), who met for a weekend seminar in York from 24th to 26th January, 1986, and hammered out the shape and contents of the Report. They were joined and actively assisted in their deliberations by Ralph Tabberer of the Schools Curriculum Development Committee, who has been monitoring the work of other subject-association working groups, and Kenneth Parker, HMI responsible for Educational Technology and himself a modern linguist.

The report is intended to encourage modern language teachers not familiar with the micro-computer to look positively at this powerful learning aid and to see some of the advantages of using it for modern language teaching. It will indicate how the micro-computer can be integrated into the learning and teaching approach by way of a variety of activities, reflecting limited or generous provision of resources in a department and outlining aspects of organisation and management. It will demonstrate to differing degrees how the micro will cope with the four discrete skills of reading, writing, listening and speaking, with examples of appropriate soft- and hardware,

and will provide examples of effective practice. It will contain case studies of the organisation and management factors associated with employing the micro within a department's overall teaching approach to language teaching, highlight extra needs of departments if the micro is to be successfully integrated, point out future technological developments and provide an appendix of available resources and where they may be obtained.

The Report is to be published in late Spring 1986 and will be sent out to all secondary schools on publication. A few additional copies will be obtainable from CILT free of charge.

4. NORTH-WEST EDUCATIONAL COMPUTING PROJECT

A development project to investigate the use of interactive video in foreign language learning has been established as a joint venture between the School of Computing of Lancashire Polytechnic at Preston and the Department of Education of the University of Manchester.

Work began on the project in January 1985. It is supported by the IBM United Kingdom Trust and will run as part of the IBM UK Schools Programme.

The project team aims to develop the computer-based learning of foreign languages using a small network of microcomputers linked to a video disc-player.

Progress will be monitored in four selected schools in the North-West of England, and it is hoped that a wider network linking schools in Britain and other European countries can be established.

Further information on the project can be obtained from Mr G O'Neill, Project Co-ordinator, School of Computing, Lancashire Pol technic, Preston PR1 2TQ. Tel: 0772 22141, ext. 2225.

5. INTERCALL

After a conference on 'Computers and post 'A' level modern language teaching' held at Exeter in September 1985, it was decided to set up a small working group of London Polytechnic and University teachers to pool information and explore possibilities in the interactive use of CALL.

The group decided to meet at the Polytechnic of North London to take advantage of the facilities available there.

The group has already met twice and drawn up an agenda for the rest of the academic year 1985-86. It aims to produce communicative courseware. This will provide:

1. A flexible means to integrate existing authoring software within existing French courses.

2. An easy means for language teachers to create their own communicative programs.

The group consists of Michèle Blondel, City Polytechnic; Noëlle Brick, Kingston Polytechnic; Nicole McBride, North London Polytechnic; Gill Horrocks, University College, London. Noel Heather, North London Polytechnic, is adviser to the group.

To contact the group, write to INTERCALL, c/o Nicole McBride, Department of Language and Literature, Polytechnic of North London, Prince of Wales Road, London NW5 3LB.

6. CALLBOARD

CALLBOARD is a newsletter which arose from the 1982 CALL Workshop and which is devoted to the dissemination of information about ideas and activities in the field of CALL, including EFL and mainstream English, and is intended for those working in CALL. Those with something to say, news to exchange, a technique to impart, a recently published article or book to report on etc, are invited to subscribe to CALLBOARD and also to contribute.

CALLBOARD began with 25 subscribers and by September 1985, had 300 names on its mailing list. Of the 300, 250 were in the UK and 50 abroad, and 40 subscribers could be defined as 'lapsed'.

Overseas subscribers include groups in the USA, Netherlands and France, and individuals all round the globe, including Brazil, the Argentine and Hong Kong.

The present 260 can be categorised as follows: HFE = 92; school sector = 45; CILT, MEP and advisers = 22; EFL = 8; publishers = 26 and unidentifiable = 67.

So far, there have been seven issues of CALLBOARD and an eighth is planned.

Our thanks go to Roger Savage, who served as Treasurer from 1982 to 1985, and our good wishes to Sarah Aspinall, his successor. Graham Davies continues to act as Editor of CALLBOARD.

If you would like your name to be added to the mailing list of CALLBOARD, please contact Sarah Aspinall, National Centre for CALL, School of Language Studies, Ealing College of Higher Education, St Mary's Road, London W5 5RF. Tel: 01-579 4111.

7. CILT SERVICES

1. The Language Teaching Library holds a collection of software programs obtainable from commercial suppliers. It also produces a list of these programs and of their suppliers, and a specialised bibliography on computer-based learning (SGI).

2. The Research Information Section maintains a list of projects in progress on CALL, extracted from the CILT research register and regularly updated.

3. CILT runs an annual workshop for those actively involved in CALL work in modern languages or EFL each September. Details of the 1986 Workshop will be available in May 1986 from CILT.

4. The Publications Section has published Using computers in language learning: a teacher's guide.

For further information, CALL CILT on 01-486 8221 or write to CILT, Regent's College, Inner Circle, Regent's Park, London NW1 4NS.

BOOKS ON CALL

AHMAD K, G Corbett, M Rogers, R Sussex (1985). Computers, language learning and language teaching. Cambridge University Press.

DAVIES, G (1985). Talking BASIC. Cassell.

DAVIES, G and J Higgins (1985). Using computers in language learning: a teacher's guide. CILT.

HIGGINS, J and T Johns (1984). Computers in language learning. Collins.

KENNING, M and M-M Kenning (1983). Introduction to computer-assisted language teaching. Oxford University Press.

LAST, R (1984). Language teaching and the micro-computer. Basil Blackwell.

ZETTERSTEN, A (1986): New technologies in language learning. Pergamon.

G. REPORT OF THE PLENARY SESSION

The following points were made during the Plenary Session. While they do not necessarily represent the views of all the participants, considerable support was expressed for them.

1. Target audience

The blend of participants from the secondary and higher education sectors was welcomed and the notion of holding future workshops that would be sector-specific was considered undesirable. A plea was made for more representatives from the HE sector and for the workshop to be advertised via associations such as AFLS and AMGS.

2. Content

A fair balance had been struck between plenary sessions and hands-on experience sessions, although the lectures might be shorter. The suggestion was made that software demonstrators be given time in a plenary session to present their software in a few words, and so enable participants to gain an idea of what they would prefer to see first.

It was felt that the tradition of inviting speakers not in the world of language teaching to the workshop should be maintained and it was deemed essential to keep lectures in the workshop programme. For the workshop to be considered a course by LEAs and thus to qualify for funding of participants, it had to contain lectures. The exchange-of-information session was considered most valuable. Suggestions for future workshops included: reports by participants on research into the use of CALL in the classroom; bringing along pupil-learners and getting them to respond to software being demonstrated; more input from English as a mother tongue.

3. Administration

Participants wished to be informed of the workshop before the beginning of June, to have better name-tags and to see full institutional addresses on the list of participants. The notion of holding the workshop in another venue, e.g. Exeter or Warwick, was also floated.

John Hawkins, CILT

H. A COMMENT ON THE WORKSHOP

This year's computer workshop proved much more wide-ranging than its title would have led one to expect.

The excellent inaugural lecture by Rachel Rymaszewski on expert systems revealed just how far such systems are from providing any practical assistance to teachers and learners of foreign languages.

All participants appeared to appreciate the Fairground Sessions, and I was impressed by three areas of development:

- the use of the Tandberg random-access cassette recorder to give the computer a real, human voice in programs by Michael Gillions and Alan Page;

- the simulation program 'Granville' by Barry Jones, and others;

- the very powerful Spectrum-based concordance program developed and demonstrated by Tim Johns. (See: Johns, T: 'Micro-concord', SYSTEM, vol 14 no. 2, 1986.)

The exchange-of-information session enabled would-be producers of Gujarati, Urdu and other character sets to establish contact, and British participants to meet French colleagues developing CALL materials for use in the teaching of English in France.

The opportunity to meet and exchange ideas with people involved in writing CALL materials and experienced in using them in the classroom was most valuable, and Roger Sparkman's video showing his computer programs being used in secondary schools and their effects on pupil motivation and teacher attitudes revealed the benefits of creating a situation where all the pupils have to answer all the time, and all get their work individually marked and immediately scored - without any of the pupil embarassment, delay or discouragement experienced in traditional methods.

Much as I liked the venue, I wondered if an analysis of the starting-points of participants justified holding the course in the North-West every year. Perhaps a rotating set of venues might give more teachers in different parts of the country a chance to attend when the conference is held in their part of the UK.

Dr Trevor R Allin
Education Department, Hertfordshire

I. LIST OF PARTICIPANTS

Name	Institution
Trevor ALLIN	Education Department, Hertfordshire
Sarah ASPINALL	Ealing College of Higher Education
Terry ATKINSON	The Bordesley Centre, Birmingham
Linda BAXTER	The British Council, London
Richard BEATON	Ripon Language Centre
Rudolf BERGER	Goethe-Institut, London
Ewen BIRD	Department of Education, Wiltshire
Kevin BOOTH	IEC
Eric BROWN	CILT
Heather BROWN	Alton College, Hampshire
Mark BRYSON	formerly IEC; University of Lancaster
Alistair CAMPBELL	Aberdeen College of Education
Greville CORBETT	Linguistic and International Studies, University of Surrey
Françoise DEMAIZIERE	University of Paris 7
Didier DON	CIREEL/FRANTERM, Paris
Pierre DUPONT	York College of Arts & Technology
Simon FENN	Oxford Language Centre
Jeremy FOX	School of Modern Languages & European History, University of East Anglia
Christopher FRY	British Council Institute, Barcelona
John GILL	Tandberg Ltd, Leeds
Michael GILLIONS	Education Department, Shropshire
Andrew HARRISON	University of London Schools Examinations Department
Tony HARTLEY	Modern Languages Centre, University of Bradford
John HAWKINS	CILT
Lynette HEATH	The Bordesley Centre, Birmingham
Sue HEWER	St George's School, Sleaford
John HIGGINS	Department of Linguistics, University of Lancaster
Bob JENKINS	Bradford & Ilkley Community College
Tim JOHNS	Department of English, University of Birmingham
Barry JONES	Homerton College, Cambridge
Bob LEWIS	Department of Educational Research, University of Lancaster
David MARTIN	Flint High School, Clwyd
Kurt MOENCH	University of Lancaster
Keith MORROW	Bell Educational Trust, Norwich
Jean Ann NAYLOR PHILLIPS	Department of Education, University of Manchester

Alan PAGE	Luton College of Higher Education
Brian PAGE	Central Language Laboratory, University of Leeds
Bob PATTON	Kinghurst Comprehensive School, Birmingham
Mike PICCOTTO	School of Computing, Lancashire Polytechnic, Preston
Peter ROACH	Department of Linguistics & Phonetics, University of Leeds
Rachel RYMASZEWSKI	Department of Education Research, University of Lancaster
Peter SAUNDERS	Learning Resources Branch, TV Publishing Centre, ILEA
Roger SAVAGE	Education Department, Staffordshire
Graham SEDGLEY	Yorkshire & Humberside Regional Examination Board
Geoff SMITH	Tandberg Ltd, Leeds
Roger SPARKMAN	Fairfield High School, Widnes
Deryn WATSON	Computers in the Curriculum, Chelsea College
Bertold WEIDMANN	Argoed High School, Clwyd
Alan WILLEY	Wesley College, Melbourne
Phil WOOD	IEE, St Martin's College

3. Developing the use of the computer in the learning and teaching of languages

CURRENT RESEARCH IN BRITAIN 1984-85

The information set out here is extracted from the research register maintained by the Centre for Information on Language Teaching and Research. The third edition, Language and language teaching: current research in Britain 1975-77 (Longman, 1978) is being revised and a new edition will be published by CILT in 1986. This information is taken from the new project entries that CILT has received since publication of the previous workshop report (March 1985). Only very brief project details are set out in this paper; fuller information may be obtained direct from CILT.

The full list of recent and current research in this field, which contains details of over 40 earlier entries, is available free of charge from the Research Information section at CILT. As the register contains only information specially provided for it by researchers, it should not however be taken as a comprehensive list of recent and current work. Details of additional projects will be welcomed at any time: a questionnaire is available on request.

Numbers refer to entry numbers in the Research Register; no numbers have yet been allocated to the newest projects.

3078 Mrs P M Bleach, Centre for the Teaching of Reading, University of Reading: Effective language development in primary schools using microcomputers. To survey a representative national sample of primary schools ...; to examine the cohesive aspects of text ....; to develop language skills through group collaboration, using micros, problem-solving materials and analysed tape-recordings. Begun 1985.

3084 Dr E Sheila Harri-Augstein and Dr L F Thomas (and 1 associate), Centre for the Study of Human Learning, Brunel University: Learning-to-learn approach for languages: development of computer-aided learning techniques. To promote a selforganised approach.... Includes development of personal thesaurus... and reflective review techniques. Interactive computer programs. Begun 1980. Publications: details obtainable from CILT.

3114 Dr D G Reay (and 1 associate), School of Education, Newcastle upon Tyne Polytechnic: Microwriter use in language teaching. To investigate use of Microwriter Quinkeys as a means of overcoming practical classroom problems inherent in an interactive-cooperative approach to language development ... in children aged 5-8 years. Begun 1985.

J J Higgins, Institute for English Language Development, University of Lancaster (and 2 associates): Development and evaluation of computer-assisted language learning materials which employ conjectural methods. To develop software for 'conjectural learning', i.e. learning which enables the learner to explore the target language (English) by forming and testing hypotheses .... Begun 1985.

Mrs C Stephens (and 3 associates), Department of Spanish, University of St Andrews: Computer software for Spanish. To develop software for use in universities (and potentially in schools) to aid the teaching of Spanish from elementary level to honours degree level ...; software to be modified according to student and teacher needs. Begun 1985.

Mrs S Hewer, Brealey Languages Centre, St George's School, Sleaford (and 2 associates): Development of a scheme of observation in a modern languages classroom with one or more microcomputers present. To identify and record events in second language learning sessions in secondary schools; a scheme will be drawn up and tested by observers in varying situations, and amended in the light of findings. Begun 1985.

4. CALL practitioners and work in progress

01. Dr Khushmid Ahmad — University of Surrey

Computing Unit, University of Surrey, Guildford, Surrey GU2 5XH.

Has been involved with Dr Greville Corbett and Ms Margaret Rogers of the Department of Linguistic and International Studies since 1976, using CALL with students of Russian and German, from beginners to degree level, on a mainframe computer.

Has produced a range of programs for students of Russian and German, of which several are on morphology and others concerned with lexis, syntax and text-scanning. Devised for students of all levels; written in BASIC and FORTRAN and running on PRIME.

Hardware: PRIME 750, 9950, Apple IIe, Olivetti (IBM PC look-alikes).

Development work in progress: expansion of corpus of texts available for interactive scanning.

Particularly interested in the overlap of linguistics and language learning.

Originally funded by NDPCAL (1976).

Is collaborating with Professor Roland Sussex of the University of Melbourne.

Has published with above co-authors Computers, language learning and language teaching, Cambridge University Press, 1985.

02. Dr Trevor Allin — Hertfordshire LEA

Education Department, County Hall, Hertford SG13 8DF.

Advises on the use of CALL materials in Hertfordshire schools.

Hertfordshire has a series of programs that run on the BBC 'B' and RML 380Z/480Z and that were produced by Mrs Kathy Henault (née Stones), Mrs Susan Neale and a working party of Hertfordshire teachers.

Hardware: BBC 'B', RML380Z/480Z, RM Nimbus.

Development work in progress: Some Hertfordshire programs written for the 380Z/480Z are being re-written to run on the BBC 'B', and some BBC 'B' and 380Z/480Z programs are being re-written for the RM Nimbus. A new program is in the early stages of development.

Interested in the possibility of foreign language word-processing for use in schools and developing the use of the computer as an aid to foreign language teaching at secondary school level.

No special funds; some LEA support.

03. Terry Atkinson — Birmingham LEA

Centre for Linguistic Services, Bordesley Centre, Camphill, Stratford Road, Birmingham B11 1AR.

Has experience of using CALL in the classroom; is currently working part-time as the programmer for the CAMOLL Project and has written role-play type programs for the RML 380Z machine. These programs have been extensively trialled in Birmingham secondary schools. Has concentrated on programs for lower secondary age-group, with minimal use of keyboard, but the programs may be used with fourth or fifth years for revision purposes. Programs are in French, German and Spanish.

Hardware: 380Z, 480Z, Caltext.

Development work in progress: program on signs, cloze, identity card; software needed to operate the Tandberg TCCR 530 computer-controlled cassette recorder with an RML. To date, has re-written his original programs and written an Urdu program for this machine.

Particularly interested in situational-language simulation.

Funded by LEA.

Welcomes exchange of software.

04. Richard Beaton — Ripon Language Centre

Ripon Language Centre, The College, College Road, Ripon HG4 2QX.

Has set up a small group of teachers concerned with program specification and also an exchange scheme between different LEAs. Most teachers in group are self-taught.

Has produced about fifteen short programs for BBC or 380Z micros, mainly in French and German, which are a mixture of games and

revision-and-practice; some have good graphics; designed mainly for eleven to sixteen-year-olds; available by purchase (£5-9 for whole disk) or exchange.

Hardware: has own BBC 'B' and peripherals, which is used almost entirely for word-processing, *data-bases and administration.*

Development work in progress: continuing amateur program development, although proceeding slowly at present, and research into classroom effectiveness of CALL, the influence of CALL on pupil attitudes and the curriculum, which are areas of particular interest.

Some funding by way of LEA budgets and possible DES grant to complete a report by 1986.

Is conducting a small survey to establish why CALL is being taken on in some schools and not in others. Has interviewed eleven teachers so far with a 25-item guided interview procedure.

05. Dr Klaus Bung Recall Training Consultants Ltd

13 Wisteria Road, London SE13 5HW

Previous experience: see publications cited in:

BUNG, K and B Lansky: 'Educational cybernetics' in Unwin and McAleese (eds) (1978) The encyclopaedia of educational media, communications and technology, p 226-307. London: Macmillan.

BUNG, K (1985). Educational programs for micro-computers from the publisher's point of view. Mimeographed. 76pp. Available from CILT.

Languages used: PASCAL and BASIC (BASIC being phased out) and dBASEII. Level of students: children and adults. Hardware: Commodore 64 and 128, IBM PC and compatibles.

Programs produced: MLS200, a carrier system for adjunct programs for foreign language learning, applicable to question and answer component of any language; on offer for publishers only (not for the general public: teachers and language students). Specific application now being prepared: Technical English for German computer buffs. Correspondence course to be published by Christiani Verlag, Konstanz, West Germany; to run on Commodore 64, Amstrad, Apple, MSX,...). Negotiations with other publishers in progress.

Hardware available: Future FX20 (256k) with CCPM-86 and MS DOS (IBM compatible), Commodore 64, BBC.

Development work in progress: Extensions to MLS200.

Areas of interest: Carrier systems, authoring systems, adventures, quasi-logarithms, vocabulary learning, memorising of running texts, simultaneous presentation of written and spoken information.

Privately funded.

06. J A Campbell — Aberdeen College of Education

Aberdeen College of Education, Hilton Place, Aberdeen AB9 1FA

Is an experienced programmer (BASIC and PILOT) and has spent three years exploring the potential of the microcomputer. Has produced a range of exploratory software (BBC Micro), run a distance-learning course for teachers of modern languages and developed authoring packages dealing with eight different types of exercise.

Programs developed are all for BBC Micro, are in French, German and Scottish Gaelic, and comprise Grammar (in context), Electronic Blackboard, Information Gap, Translation, Electronic Worksheet and Cloze.

Hardware: BBC Micro, Apple II, Spectrum.

Development work in progress: authoring packages, software for learners of Scottish Gaelic and teacher-training courses.

Particularly interested in all aspects of CALL and the training of teachers.

Funded by College.

07. L G Churchman — Kirkby Centre, Kirkby-in-Ashfield

8 Georgia Drive, Redhill, Nottingham NG5 8HX.

Has experience of using CALL in the classroom and of trying to integrate it into coursework. Has developed programs, originally for primary school pupils, to be used in lower secondary French.

September 1985 - March 1986: working on Actualités project being funded by MEP. This project has two parts:

1) Sept - Dec '85: provision of fortnightly news service for schools and colleges on viewdata systems in East Midlands (MEP regional viewdata service, Norview etc).

2) Jan - Mar 1986: compilation of database package based on news stories used in the first part of the project. This is intended for sixth-form-level work. Supporting materials (visuals, audio tapes) will also be provided to allow students to research into and work on

topical stories and issues. This package to be trialled in the East Midlands region.

Also interested in using micro to develop research skills and to provide basis for oral work. To this end, has prepared package for third-fifth formers to a) encourage skills associated with information retrieval; b) to encourage location of material in French via indexes; c) use as basis for communicative work.

Leaflet about Actualités available from above address, as is a sample if disk sent. Welcomes the chance to discuss and develop this work with individuals and organisations.

08. Dr Greville Corbett — University of Surrey

Department of Linguistic and International Studies, University of Surrey, Guildford, Surrey GU2 5XH.

See entry 01.

09. Pierre M H Dupont — York College of Arts and Technology

Hawthorn Cottages, 66-68 New Lane, Huntington YO3 9NN

Has produced a few programs to deal with administration (ie registers, on BBC Basic) and some 'O' and 'A' level-type translation programs (French/English), and some EFL reading tests.

Hardware: BBC

Development work in progress: translation of commercial texts, eg RSA bilingual-secretary diploma type.

Interested in anything of use for the language teacher (EFL and European Community languages).

10. David Eastment — Bell College

Bell College, South Road, Saffron Walden, Essex.

Has three years' experience of using networked BBC B's to teach EFL students at all levels. Has used system for self-access purposes, classroom work and as an information service.

Has produced the following programs, which are not intended for distribution: Internal Teletext Emulator ('BELLTEXT'); MAZES; grammar programs.

Hardware: 11 BBC B, plus Winchester. Should soon have 20 micros.

Development work in progress: AUTOTUTOR (with David Little, Trinity College, Dublin); AECAL, with Tandberg TCCR 530.

Particularly interested in self-access, teletext, using PRESTEL, using word-processor for writing skills, and using micros for resource management.

Funded by the Bell Educational Trust.

11. Jeremy Fox — University of East Anglia

School of Modern Languages and European History, University of East Anglia, Norwich NR4 7TJ.

Has been interested in CALL since 1969 and acquired a variety of experience, mainly with BASIC but also with some LISP and PROLOG. Concerned mainly with EFL on Apple II and BBC B micros.

Has been working with Dr David Clarke on UEA Computer-assisted Reading Project. This comprises a range of programs at intermediate and advanced level.

Hardware: BBC B, Apple II, VAX 11/780.

Development work in progress: reading materials.

Particularly interested in reading, vocabulary and databases.

Funded by UEA.

Has begun to evaluate programs.

12. Tony Hartley — University of Bradford

Modern Languages Centre, University of Bradford, Bradford BD7 1DP.

Has produced PROTOTYPE (not released externally) system to enable chemical engineers to read German texts in their subject-field. For absolute beginners upwards. Programming language: PROLOG. Implementation: PDP 11/IBM PC XT.

Hardware: BBC, Epson QX-10, IBM PC XT (in department); VAX, PDP 11, Cyber 720/170 mainframe (on campus).

Continues to develop PROTOTYPE.

Funded internally.

13. Lynette Heath — Birmingham LEA

The Modern Languages Centre, The Bordesley Centre, Stratford Road, Birmingham B11 1AR.

See also Terry Atkinson (entry 03).

Has been working as the Research Officer for the CAMOLL Project since April 1983. Produces a news-sheet each term through which information is disseminated on CALL to Birmingham secondary and middle schools and has recently compiled a book entitled A Modern Language Teacher's Guide to CALL. The book was funded by a grant from MEP.

Reviews commercially available software, liaises with other RML Users Authorities, collates information on CALL, is setting up a software library at the MLC, where teachers can review programs before purchasing them, and is actively trying to encourage teachers to use the computer in the modern languages classroom via demonstration visits and in-service training courses.

14. Barry Jones — Homerton College

Homerton College, Cambridge CB2 2PH

Runs an introductory course in CALL (French and German) to BEd and PGCE (Modern Languages) students, with the emphasis on the methodology of classroom use but including an evaluation of some existing software.

Has produced the following commercial programs: Quelle tête/Jeu de Ménages for BBC, 380Z and 480Z and 'Granville', a simulation of being in a French town and planning activities to last five days, for BBC (available Spring 1986). Publisher: Cambridge University Press.

Hardware: BBC, 380Z, 480Z, Nimbus and Sinclair Spectrum.

Particularly interested in pupil-to-pupil talk when using a program; devising a syllabus to teach discussion skills in L2; use of computers in the classroom - whole group and small group, and role of teacher in same situation.

Funding being applied for.

15. Derek Lewis — University of Dundee

Modern Languages Department, University of Dundee, Dundee DD1 4HN.

Has experience of software production on Tandberg equipment, BBC micro in versions of BASIC and Assembler (8080 and 6500 series) and their use on university students at all levels.

Has produced a number of programs, including FRENCH PRONOUNS, PROGRAM, CONTEXT (a dual-format gapping package), GERMAN SENTENCE BUILDING, LISTENING & READING COMPREHENSION and GERMAN STRONG VERBS. Available commercially from Lochee Publications Ltd and for BBC B.

Development work in progress: AECAL, the use of the computer-controlled tape-recorder, and machine-assisted translation processor - with Ian Johnston and Rex Last.

16. Kurt Moench — University of Lancaster

Linguistics Department, University of Lancaster, Lancaster LA1 4YW.

Has used Apple micros with secondary ESL students for computer literacy, basic maths skills and language development. The students also did some programming in LOGO.

Has produced one homophone program, which is currently having an authoring system added to it.

Hardware: Apple, IBM PC, BBC.

Is particularly interested in the investigation of strategies which promote the use of the computer for large, small and collaborative group-work and is keen to establish the most effective ways to use the computer, e.g. to introduce a lesson, re-inforce skills, to remediate, to test etc. Those interested in sharing work in this field should contact him.

17. Ms A-M Mosler — CIREEL

Centre d'Information et de Recherche pour l'Emploi et l'Enseignement des Langues, 80 rue Vanneau, 75007 Paris, France.

Works at a national centre providing information on language teaching and in particular on CALL.

18. Robert Patton — Kingshurst Secondary School, Solihull

91 Nod Rise, Coventry CV5 7JP.

Has developed five programs for secondary school pupils learning French and German. Programs work on BBC B and most contain authoring sections, making them suitable for any level. (See MICROLINGUA Programs in body of Report.)

Hardware: BBC B.

Development work in progress: currently seconded to research CALL methods for schools at Aston University. Further programs being developed.

Particularly interested in (1) synchronous voice-tape under computer control, and (2) 'communicative' use of computer as stimulus.

Seconded by LEA for one year.

19. Margaret Rogers — University of Surrey

Department of Linguistic & International Studies, University of Surrey, Guildford GU2 5XH.

See entry 01.

20. Arthur Rope — Bell School of Languages

49 Church Lane, Eaton, Norwich NR4 6NW.

Has three years' teaching using micros and 15 years of intermittent programming experience (FORTRAN, BASIC, PASCAL) on VAX mainframe and BBC B micro. Concerned mainly with adults, from intermediate to advanced level.

Has produced SPEEDREAD (Wida Software) and JUMBLEMASTER (possibly ESM) programs, for BBC B and suitable for all ages of learner, and various WORDWISE-PLUS programs. For further information, contact him.

Hardware: 6 BBC B's, 1 Spectrum.

Development work in progress: WORDWISE-plus programs for materials production and research; AECAL, with Tandberg TCCR.

Not funded externally.

21. Peter Saunders — ILEA

LRB TVPC, Thackeray Road, London SW8 3TB.

Has worked on the development of 'The Dark Castle' program, which is for fourth/fifth-year students of French. Works on RML machines and available from ILECC, Bethwin Road, London SE5. (Tel. 01-735 9123.)

Development work in progress: a spin-off of 'Dark Castle', a dic-

tionary principle being applied to short comprehension passages. Possibility of multi-language (particularly community languages) word processing.

Particularly interested in programs which permit pupils to tackle texts rather than testing or drilling routines.

Funded by ILEA.

22. Graham Sedgley — Yorkshire & Humberside Regional Examinations Board

Scarsdale House, Derbyshire Lane, Sheffield S8 8SE.

Has used basic programs on PET, then BBC B, with secondary school pupils from 11 to 16 of all abilities; up to March 1985.

Has produced a package of games, tests in disguise, which are useful for a wide range of ability; work on BBC B, with disk.

Has no hardware at the moment.

Development work in progress: a program to enable students to build up a text, and to edit it, with the grammar handled by the computer.

Interested in the creative use of the computer if the ideas above prove to be realistic.

23. Roger Sparkman — Fairfield High School, Widnes

5 Princess Avenue, Great Sankey, Warrington WA5 3JF.

Has written and used programs for French and German with pupils in the second, third, fourth and fifth years of secondary school.

Programs described under Sparkmann Programs in main body of text.

Hardware: BBC B, Econet system.

Development work in progress: still completing current project.

Particularly interested in 11-16 age group.

Self-funded.

Has produced a video film entitled Experiments using microcomputers in modern language teaching in Cheshire.

24. Steve Terry — Bell School of Languages

Bowthorpe Hall, Norwich, Norfolk.

Has very limited use of Sinclair ZX81 in Beijing, China, with Chinese post-graduates.

Hardware: Econet, with 7 BBC stations and harddisk (10 M/B) + printer.

Development work in progress: in-service training for all academic staff and development ot teletext, and cataloguing of files, and how to provide a meaningful catalogue for staff.

Funded by Bell Educational Trust.

Would welcome a faster 'Archive' program.

25. B Weidmann — Argoed High School, Clwyd

103 Parc Hendy, Mold, Clwyd CH7 1TT

Has experience of use of computer (BBC B and Econet) in secondary and adult education.

Has produced the German System, a user- and management-friendly framework program for stand-alone and network systems, giving access to seven sets of programs: (1) programs for one user; (2) programs for two or more users/groups of users; (3) listening and/or reading comprehension work: (4) short revision programs; (5) text manipulation/writing programs (based on the wordprocessor EDWORD); (6) language games; (7) programs specially adapted to GERMAN. Variations to programs can be written by creating new DATA-files, which can be printed as worksheets. A print-out of users' achievement is also available. The system allows teachers to use existing programs and to create their own program-variations as well as integrating programs acquired from elsewhere. The framework-program can be adapted to cater for other languages too.

Hardware: BBC-Econet.

Is continuing to develop his German System.

Is particularly interested in the classroom management of CALL.

5. 'Understanding the meaning without hearing the words'

Roger Hancock

Language learning these days seems headed positively in the 'communicative' direction. A cynic might say that this simply means putting slightly different words in a slightly different order. That may be going too far, but even a well-balanced student of 'Human communication and social interaction' (and such studies exist, well removed from foreign language classrooms) will tell you that the non-verbal component plays an important role. In fact, a language-teaching abstract passed on to me last week by the Research Section of CILT opens with this:

> Non-verbal and paralinguistic cues together account for 55-65% of the meaning of spoken messages. (1)

Of course, the hardest problem for teachers of languages - apart from the fact that many have had no training in psycholinguistics or socio-linguistics - is that there is no established methodology or technology for bringing this important set of ploys to the attention of language students.

That could change. Recent advances in video technology allow snatches or clips of film to be accessed or 'found' not only by hand, so to speak, but also by a programmed computer, such as the BBC micro. This means that a sequence of clips can be shown on the television screen, and the student required to make some sort of response. The student has the chance to answer; to see the clip again; or to go on to the next clip. The clip can show a single transaction, such as a greeting or a refusal. It may have only a few seconds' duration. It may be a perfectly clear still, followed by five seconds of movement. Much of our grasp of messages derives from such fleeting glimpses. Sometimes such gestures are made in silence, sometimes accompanied by sighs or grunts not dignified by inclusion in an 'O' level course.

There are two main systems which present such visual material. One uses videotape. The make of machine I have been working with since 1978 is almost certainly too expensive for most educational establishments. It is called CAVIS (Computer-aided video instruction system) and is marketed by SCICON, a division of British Petroleum. (2) The trainer inserts his own VHS videocassette, responds to the authoring questions which set up the apparatus for the students, and the machine then accesses by means of numbered 'addresses' the

material on the tape, and plays for precisely the time-span needed to stimulate the students following the programme. Not only does the apparatus provide a wide range of possibilities for the interactivity between the material and the student, but it also records in the computer (and will print out) the pattern of behaviour and response of the student numerically, enabling the trainer to compile 'scores' in relation to the variety of keyed responses. (3)

The second system uses videodisc. This will do a similar job to the apparatus described above, but as always in comparisons, there are advantages and disadvantages. The principal advantage is that the accessing is both rapid and precise, and neither of these attributes can be claimed by any videotape machine system I have yet seen. On a half-hour videodisc, any part of the material can be found in two seconds, and there are 26 numbered locations per second of moving film. Any precise location of this nature can be built into the computer programme associated with the video simply by typing in the numbered spot required. For snatches of expression displayed visually, or the tiny gestures we all know about but cannot normally 'trap' and show to students, these advantages are paramount. As a rule, it cannot be done with videotape.

However, the drawback is that one is forced to rely on what videodisc material is available, and the sad fact is that there are very few discs suitable for language study on sale, even by the BBC.

My own interest lies in language learning research. As a part-time DPhil student in the Education Area of the University of Sussex, I work mostly at home, and in the last year I have acquired (a) a second-hand videodisc player (Pioneer Laservision LD-1100) for £150; (b) Pioneer Videodisc Interface IF-1000 (new, £75) (c) a new BBC 'B' micro with disc drive, and (d) the BBC videodisc 'Ensemble' for £15.99. I cannot afford something magical called a 'genlock' which allows both my computer-generated text and the video pictures to be displayed on the same screen, so I use two domestic, secondhand television sets, one above the other. Neither can I afford the 'Microtext-on-a-chip' which helps frame the teacher's questions to the student, and triggers the videodisc, so I go about it the long and laborious way, and use BBC Basic. And it all works! Anyone who was at the CILT Open Day on January 3rd, 1986, will vouch for that.

I am researching the importance of non-verbal instruction in adding to the communicative competence of secondary school language learners, and looking at interactive video as a means to this end. Having started on this with Peter Copeland (then at Bishop Otter College, Chichester, part of the West Sussex Institute of Higher Education) in 1978, when he was developing CAVIS, I have been surprised during my leisurely years of study that neither the world of technology nor the world of language-learning has brought out a simple, foolproof system for teachers, enabling them to segment

visual behaviour of nationals of the target language in the same way as verbal behaviour has been treated for years and years.

My particular technique with videodisc is to show a snatch of French human interaction on the screen with the sound suppressed. The student is then invited to work out which of three possible meanings is represented. He can have further viewings of the clip, or go on to the next clip if he wishes. As well as the teacher's confirmation of his correct response, the student will get a final replay of the clip, this time with the sound restored, and possibly an extra few feet of film of the action before or after the clip itself, simply to reinforce the genuine nature of the pedagogical transaction. (4)

I should be glad to demonstrate the working apparatus to anyone interested, or correspond with anyone who cares to contact me:

Roger Hancock, 19 Moreton Road, Old Bosham, Chichester, West Sussex PO18 8LL. Telephone (0243) 572009 - day or evening.

References:

(1) FITCH, Kristine L. Teaching nonverbal communication patterns in the ESL classroom. Cross Currents (Odaware, Japan), 12, 1(1985) 15-25.

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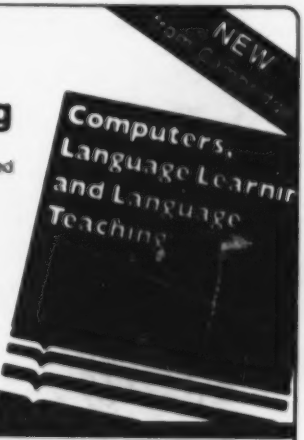

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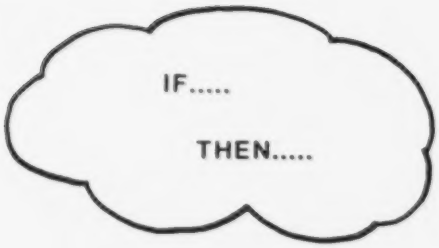

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